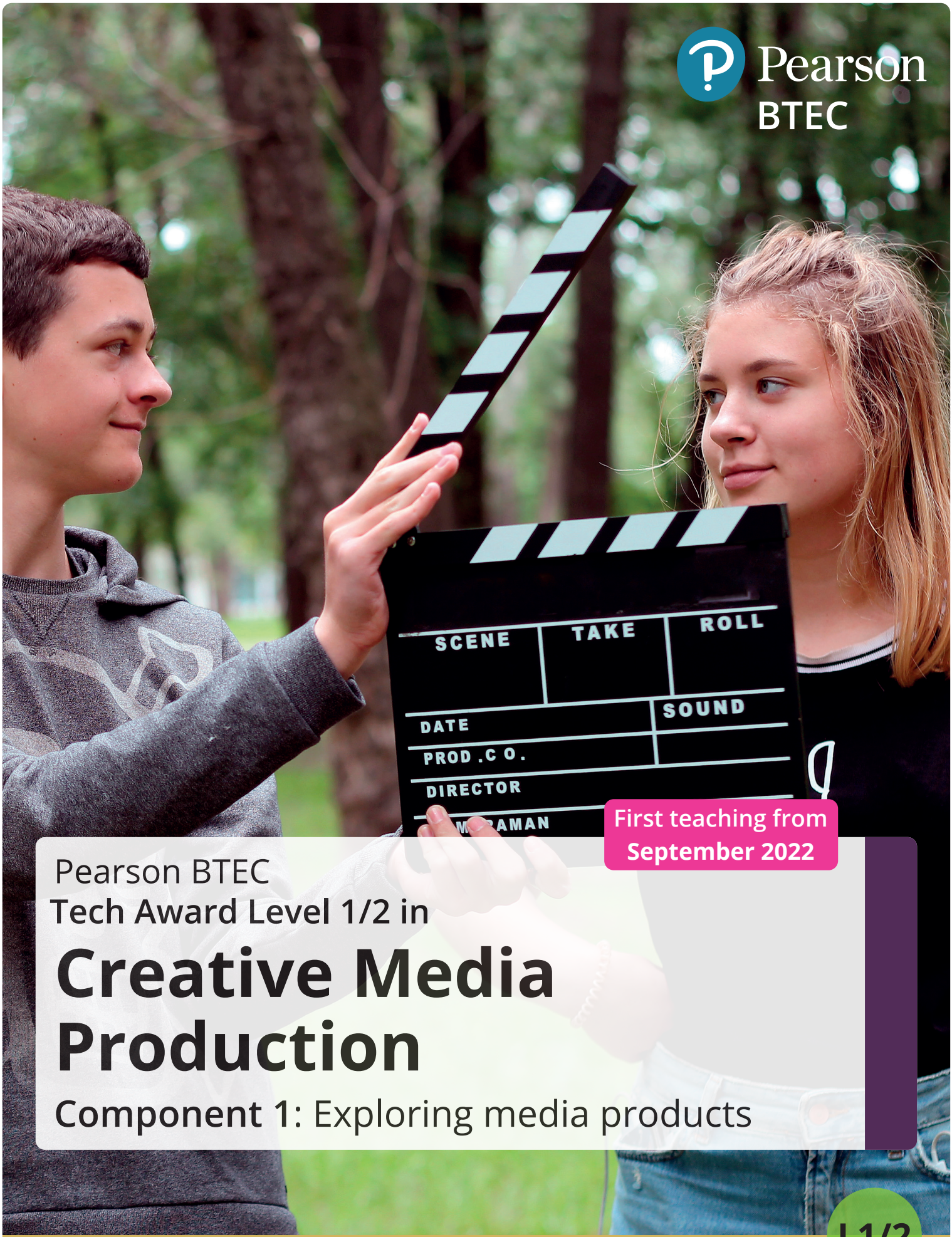

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Creative Media Production

Component 1: Exploring media products

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 1

Pearson
BTEC Level 1/Level 2
Tech Award in Creative Media Production

Pearson-set Assignment – Sample

Component 1: Exploring Media Products

First teaching September 2022

Issue 1

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Publication code VQ000039

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of different kinds of media products, how production techniques are used to create them and how they are created for different purposes and audiences.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will use research techniques to select examples of media products from each sector that have approached a theme in different ways.
- In response to Task 2, based on the research relating to the theme, learners will explore how different media products use genre, narrative, representation and media production techniques to communicate meaning to audiences.

This assessment will be offered twice a year. The timing of the assessment is approximately 10 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in sessions timetabled by the centre.

Levels of control within this set assignment

The level of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The hours stated for completion of each task in the set assignments refer to formally supervised hours. During formally supervised sessions, learners must work independently and cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Work must be held securely in between supervised sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet for the purposes of research and/or to enable the use of software that relies on connection to the internet, but this must be monitored by the teacher.

Learners may conduct certain informative or practical activities outside of the classroom environment where it is not possible to do them in class, such as visiting/documenting off-site locations or events or conducting interviews. They may bring the resulting materials into the supervised assessment. These materials must be checked to ensure they do not contain any pre-prepared responses or outcomes to tasks and authenticated as the learner's own work. This may be done through meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 10 supervised hours to complete.

This is divided into approximately:

- 3 hours to complete Task 1
- 7 hours to complete Task 2.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production
Component number and title	**1:** Exploring Media Products
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 10 hours
Submission deadline	
Assessment series and year	Sample assignment

Resources needed	A media lab/studio or working space. A range of media equipment, software and materials as relevant to the programme being delivered, with appropriate safety equipment. Secure digital file storage for keeping work safe between sessions. Access to a library and/or internet resources for learners to carry out underpinning research. Resources for recording and evidencing work, such as cameras and screen recorders.

Vocational context	*As part of its technology season, a national science association is creating a campaign to get people interested in* **technology**. *The campaign co-ordinators have asked media students to contribute to the campaign.* Using the theme of **technology**, explore media products that approach the theme in different ways. Based on the theme, you should investigate: • media products that include technology-related content or themes • how technology is portrayed in media products • audience responses to technology in media products • the use of technology in the production of media products.

Task 1	**Investigate media products** Research phase: Use research techniques to select examples of media products that have approached the theme in different ways. You must select at least one media product from each of these sectors: • audio/moving image • print • interactive media products. Based on these examples, you should undertake research that covers: • forms of media products • the purposes of media products • types of audiences and how they interpret and respond to media products • the relationship between media products, their purpose and audience.
Learning outcome covered	**A:** Investigate media products
Suggested evidence	One or any combination of: • written analysis • research log • presentations with speaker notes • recordings of audio-visual presentations • screen capture/recordings.
Supervised hours to complete the tasks	Learners would need approximately 3 hours to complete Task 1.

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Task 2	**Explore how media products are created to provide meaning and engage audiences** Exploratory phase: Based on your research relating to the theme of technology, explore how different media products use and combine media codes and conventions to communicate meaning to audiences. You may choose to focus on products from one sector or products from different sectors. You should undertake an analysis of media products and provide examples of: • how genre, narrative and representation are used • how media production techniques are used • how genre, narrative, representation and media production techniques combine to create meaning and engage audiences.
Learning outcome covered	**B:** Explore how media products are created to provide meaning and engage audiences
Suggested evidence	One or any combination of: • written analysis • research log • presentations with speaker notes • recordings of audio-visual presentations • screen capture/recordings • practical experiments and responses • annotated practical work.
Supervised hours to complete the tasks	Learners would need approximately 7 hours to complete Task 2.

Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 10 supervised hours to complete. This is divided into approximately: • 3 hours to complete Task 1 • 7 hours to complete Task 2. These timings are for guidance only but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	You are permitted to adapt the vocational context of the Pearson-set brief in order to make it more relevant and accessible to your learners (e.g. their specialist practices, the local area). The portions of the context which can be adapted are indicated with *italics*. **The theme set by Pearson must be retained.**

	If adapting the brief, you must ensure that changes do not alter the requirement for learners to demonstrate their knowledge, understanding and skills in: • using research processes • generating and communicating ideas • applying technical skills through development and review of work • recording and communicating development of ideas, work and outcome(s). **Adaptations must:** • retain a vocational context – this might be an event (e.g. a festival, a campaign) and/or a purpose (e.g. to inform, to entertain, to raise awareness) • provide equal accessibility to all learners covering all technical specialisms/sectors, allowing them to address the brief in an individual way • change for each assessment window ensuring that the same work could not be applied to more than one brief or assessment • not affect the degree of demand of the brief or provide any additional direction to learners • not affect the time within which the assessment must be completed (unless as part of a Reasonable Adjustment or for the purposes of Special Consideration).
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	**For the duration of the assignment:**
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials can be brought into the supervised assessment and no materials should be removed.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Investigate media products				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Superficial consideration of media products in relation to the brief, making limited links between products, purpose and audience interpretation, showing basic understanding.	Straightforward consideration of media products in relation to the brief, making partially appropriate links between products, purpose and audience interpretation, showing adequate understanding.	Competent consideration of media products in relation to the brief, making appropriate links between products, purpose and audience interpretation, showing good understanding.	In-depth consideration of media products in relation to the brief, making effective links between products, purpose and audience interpretation, showing thorough understanding.
Learning outcome B: Explore how media products are created to provide meaning and engage audiences				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Superficial account of how media products use genre, narrative and representations showing basic understanding, supported by limited examples.	Straightforward account of how media products use genre, narrative and representations showing adequate understanding, supported by some relevant examples.	Competent account of how media products use genre, narrative and representations showing good understanding, supported by mostly relevant examples.	In-depth account of how media products use genre, narrative and representations showing thorough understanding, supported by relevant examples.

Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome B: Explore how media products are created to provide meaning and engage audiences				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Superficial account of how media products use media production techniques showing basic understanding, supported by limited examples.	Straightforward account of how media products use media production techniques showing adequate understanding, supported by some relevant examples.	Competent account of how media products use media production techniques showing good understanding, supported by mostly relevant examples.	In-depth account of how media products use media production techniques showing thorough understanding, supported by relevant examples.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic understanding of how media products create meaning and engage audiences making limited links between the combined use of genre, narrative, representation and media production techniques, informed by superficial analysis of limited examples.	Adequate understanding of how media products create meaning and engage audiences making partially appropriate links between the combined use of genre, narrative, representation and media production techniques, informed by sufficient analysis of some relevant examples.	Good understanding of how media products create meaning and engage audiences making appropriate links between the combined use of genre, narrative, representation and media production techniques, informed by competent analysis of mostly relevant examples.	Thorough understanding of how media products create meaning and engage audiences making effective links between the combined use of genre, narrative, representation and media production techniques, informed by in-depth analysis of relevant examples.

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Mark Band 0	Mark Band 1 Basic, limited, superficial, tentative	Mark Band 2 Adequate, sufficient, some/partial, straightforward	Mark Band 3 Competent, appropriate, mostly clear	Mark Band 4 Confident, effective, thorough, in-depth
Learning outcome A: Investigate media products **Learning outcome B: Explore how media products are created to provide meaning and engage audiences**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Basic application of media research techniques used to identify and select limited material.	Adequate application of straightforward media research techniques used to identify and select some relevant material.	Competent application of appropriate media research techniques used to identify and select mostly relevant material from a variety of primary and secondary sources.	Confident application of effective media research techniques used to identify and select focused and relevant material from a variety of primary and secondary sources.

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Publication code:
VQ000039